Empowering Teacher Leaders through Distributed Leadership

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http://goo.gl/VAzYkW
Why Teacher Leadership

- Teachers are the most significant school-based influence on student learning
Teachers’ experience and expertise varies

2013-14 Gender Report for Boston Teachers

<table>
<thead>
<tr>
<th>Age Group</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14 Staffing Age of Boston Teachers</td>
<td></td>
</tr>
<tr>
<td>&lt;26 yrs</td>
<td>4.5</td>
</tr>
<tr>
<td>26-32 yrs</td>
<td>22.8</td>
</tr>
<tr>
<td>33-40 yrs</td>
<td>24.9</td>
</tr>
<tr>
<td>41-48 yrs</td>
<td>18</td>
</tr>
<tr>
<td>49-56 yrs</td>
<td>16.5</td>
</tr>
<tr>
<td>57-64 yrs</td>
<td>11.6</td>
</tr>
<tr>
<td>Over 64 yrs</td>
<td>1.8</td>
</tr>
</tbody>
</table>

2013-14 Race/Ethnicity Report for Boston Teachers

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>59.7</td>
</tr>
<tr>
<td>African Amer.</td>
<td>23.2</td>
</tr>
<tr>
<td>Asian</td>
<td>6.3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>10.3</td>
</tr>
<tr>
<td>Native American</td>
<td>0.4</td>
</tr>
<tr>
<td>Native HI, Pac. Isl.</td>
<td>0.1</td>
</tr>
</tbody>
</table>
Students’ individual experiences and needs vary too.

2013-14 BPS Student Enrollment By Race/Ethnicity

- White: 13.6%
- African American: 34.5%
- Hispanic: 40.4%
- Asian: 8.6%
- Native American: 0.3%
- Native HI, Pac. Isl.: 0.2%
- Multi-Race, Non-Hispanic: 2.4%

2013-14 BPS Special Student Populations

- First Language Not English: 46.3%
- English Language Learner: 29.9%
- Students With Disabilities: 19.5%
Power of Teacher Leadership

Students need and deserve to benefit from the experience and expertise of MORE than just the teacher to whom they are assigned.
Stronger Together

- “When spiders unite, they can tie down a lion.” Ethiopian proverb

- Teachers perform better when they are in school settings with high social capital
  Leana (2011)

- Professional Capital can “push the limits of what teachers will be able to achieve for every child.”
  Hargreaves & Fullan (2012)
Two Big Ideas about Leadership

**Big Idea #1:**
Leadership is influence. It occurs through interaction.

- Leadership is exerted by both leaders and followers
- It happens intentionally and unintentionally
- It occurs in positive and negative ways

In fact, leadership is the SECOND most significant school-based influence on student learning.
Two Big Ideas about Leadership

Big Idea #2: Leadership is about setting direction and leading others in that direction.

If you could get all the people in an organization rowing in the same direction, you could dominate any industry, in any market, against any competition, at any time.

From introduction to *The Five Dysfunctions of a Team* by Patrick Lencioni
Taking a Distributed Perspective on Leadership...

- Assumes there are multiple leaders
- Recognizes that leadership activities are widely shared
- Focuses upon the interactions, rather than the actions
- Focuses on those in formal and informal leadership roles
- Concerned with leadership practice
- Concerned with influences on organizational and instructional improvement

*There is no loss of power and influence on the part of headteachers when...the power and influence of many others in the school increase.*

--from *Seven Strong Claims about Successful School Leadership*, Leithwood et al. (2006)
Many Forms of Teacher Leadership

- Formal and informal
- Sustained and occasional
- Professional and logistical
- Compensated and volunteer
What do leaders need to know and be able to do?

<table>
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<tr>
<th>Teacher Leaders</th>
<th>School &amp; District Leaders</th>
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<tbody>
<tr>
<td>• Become Accomplished Teachers</td>
<td>• Cultivate Conditions that are Conducive to Distributed Leadership</td>
</tr>
<tr>
<td>• Develop Leadership Expertise</td>
<td>• Establish Structures that Help Align and Coordinate the Distribution of Leadership</td>
</tr>
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Teacher Leaders: Become Accomplished Teachers

- **Educator Evaluation Systems**
  - Performance evaluation
  - Value-added

- **National Board Certification**
  - Knowledge of students
  - Content and pedagogy
  - Managing and monitoring student learning
  - Reflective practice
  - Members of learning communities
Teacher Leaders: Develop Leadership Expertise

• Center for Strengthening the Teaching Profession
  • Skills Framework
  • Self-Assessment Tool

• Teacher Leader Model Standards
  • Domains of Teacher Leadership

• Boston Teacher Leadership Certificate Program
  • Leadership Development Program
  • Leading data use
  • Supporting instruction
  • Sharing leadership
  • Tapping professional expertise
School and District Leaders: Create Necessary Conditions

- Creating Conditions
  - Formal teacher leader roles
  - Informal teacher leader roles

- Initiating Leadership Discussions
  - Trust
  - Shared Leadership
  - Authority
  - Time
School Leaders: Establish Structures

- **Creating and Monitoring Roles**
  - Roles Census
  - Roles Inventory

- **Establishing Structures** (for formal roles)
  - Written job description
  - Compensation
  - Transparent selection and reappointment process
  - Supervision and Support
http://goo.gl/VAzYkW

Use link above to download these slides with notes and embedded live links to resources!
Questions? Connections? Inspirations?
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TEACHERS AS LEADERS. LEADERS AS LEARNERS.